

Analysis of the Application of Students Self-management in Nursing Operation Teaching

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Abstract—To analyze the effect of self-management in nursing operation teaching and explore its application value. **Methods:** 60 cases of nurses from nursing students in our school are chosen as the study object from September 2017 to January 2018. They are randomly divided into control group (30 cases) and observation group (30 cases). The control group of nurses only uses the traditional mode of nursing operation teaching, while in the observation group, the self-management in nursing operation teaching is implemented, and finally compare the teaching effects of the two groups according to relevant data. **Results:** There is no significant difference between the two groups of nurses in the final evaluation of nursing theory ($P > 0.05$). In the final scores in nursing practice assessment and clinical practice, the nursing students in the observation group are significantly higher than the control group, and the difference between the two groups is significant ($P < 0.05$). **Conclusion:** That the application of self-management in nursing operation teaching of the nursing students can effectively stimulate the students' potential, strengthen their sense of responsibility, and improve their practical abilities.

Keywords—self-management, nursing operation teaching, practical ability

With the continuous development of medical industry and the continuous improvement of people's living standards in China, people pay more and more attention to their own health, and have greater expectations and higher requirements for the service quality of the medical nursing care industry [1]. In order to meet the needs of the society, it is necessary to start from the root, and to import high-standard talents for the medical nursing care industry by cultivating nursing staff with strong professionalism, high quality and outstanding nursing practice ability [2]. In this research, the mode of student self-management in the nursing operation teaching is adopted to teach nursing students, and its application effect is ideal. The specific report is shown as follows.

I. INFORMATION AND METHOD

A. General information

60 cases of nurses from nursing students in our school are chosen as the study object from September 2017 to January 2018. And all of them are female. They are randomly divided into control group (30 cases) and observation group (30 cases). The age distribution of the nurses in the control group is 20-22 years old, and the median age was (20.84 ± 1.07) years old, with the theoretical scores of (80.41 ± 13.22) at the time of enrollment. And the age distribution of the nurses in the observation group is 19-22 years old, and the median age was (20.31 ± 1.49) years old, with the theoretical scores of (81.05 ± 12.62) at the time of enrollment. There are no significant differences between the two groups in terms of age, gender, and theoretical scores of admission ($P > 0.05$), which was comparable.

B. Method

The control group of nurses only uses the traditional mode of nursing operation teaching, while in the observation group, the self-management in nursing operation teaching is implemented.

Nursing students from the observation group are subdivided into six groups, and each group consists of 5 people, with a team leader. In order to maximize the student self-management, each group has its own special cabinet for nursing supplies, which contains a full set of nursing products required for the teaching of nursing operations. In the classroom of nursing operation teaching, the student is the absolute subject, and the teacher only plays the role of guidance and assistance. Before the class begins, the leader of each group will collect the keys from the special nurses of the nursing products, and lead the team members to receive the necessary nursing supplies in an orderly manner according to the requirements of the teachers. During the class, the teachers take a little time to demonstrate the necessary nursing operation teaching for the students. And then, the team members work together to complete the teaching content. After the class, students check the nursing supplies independently to ensure the integrity of them. After reporting to the team leader, the team leader checks them again, and finally records and signs the nursing supplies on the record book, closes the special cabinet for nursing supplies and returns the keys to the administrator. If there is any problem with the care products during the class, the team members should report the team leader in time and work together with the team leader. And if it is difficult to solve the problem on their own, the team leader should report it to the nursing supplies management teacher. In addition, when it is found that the care products are damaged or missing, the management teacher must be reported immediately to actively find out the cause of the problem. In order to avoid unnecessary situations and achieve supervisory self-management mode to the maximum extent, the college regularly arranges

the corresponding personnel to check the special cabinets for nursing supplies. During the process of inspection, the leader of each group must be present. After the inspection is completed, both parties will sign on the checklist.

C. Observation indicators

The self-made nursing practice score feedback form will be issued after six months of their clinical internship, and the head nurses of the departments where the students are located score. The nursing practice scores mainly include the preparation efficiency of nursing supplies, ability of clinical nursing and emergency treatment. At the end of the semester, the two groups of students are assessed for relevant nursing operations, which are divided into theoretical knowledge assessment and practical operation assessment. The total score of three aspects of nursing practice assessment and two final assessments are 100 points, and 90 points stand for excellent, 75 to 90 points are good, 60 to 75 points represent medium, 60 points means failure. The rate of good assessment follows the formula, that is, the good rate of assessment = (Excellent + good) / total number * 100%.

D. Statistical Methods

All the data obtained in this paper are processed in SPSS18.0 software. The presentation of the counting data relies on percentage (%) and is measured by chi-square (X²). When the value is less than 0.05, it is proved that the difference is statistically significant.

II. RESULTS

A. Comparison of the Final Assessments between Two Groups of Nursing Students

In the final evaluation of the theory of nursing, the good rate of the control group is 90.0%, and that of the observation group is 93.3%. There is no significant difference between the two groups ($P > 0.05$). And in the final evaluation of nursing practice, the good rate of the control group is 70.0%, and that of the observation group is 90.0%. It can be seen that there is significant difference between the two groups ($P < 0.05$). Details are shown in Table 1.

TABLE 1 COMPARISON OF THE FINAL ASSESSMENTS BETWEEN TWO GROUPS OF NURSING STUDENTS [N (%)]

Assessment item	Group	Case	Excellent	Good	Medium	Failure	Good rate
the theory of nursing	Control group	30	15(50.0)	13(43.3)	2(6.7)	0 (0.0)	28(93.3)
	Observation group	30	10(33.3)	17(56.7)	3(10.0)	0 (0.0)	27(90.0)
nursing practice	观察组	30	14 (46.7)	13 (43.3)	3 (10.0)	0 (0.0)	28 (90.0)
	对照组	30	8 (26.7)	13 (43.3)	7 (23.3)	2 (6.7)	21 (70.0)

B. Comparison of the Clinical Practice between Two Groups of Nursing Students

In the terms of the preparation efficiency of nursing supplies, ability of clinical nursing and emergency treatment, the average scores of the nursing students in the control group are (73.24±7.10), (70.04±4.49), (75.31±5.52) respectively, and those in the observation group are (89.76±8.30), (87.68±7.21), (89.57±8.85), which indicates that the difference between the two groups is significant ($P < 0.05$).

III. CONCLUSION

Nursing plays an important role in clinical care. As a front-line position that can be in direct contact and communication with patients, nursing plays a vital role in the patient's recovery. Under the background of people's continuous improvement of nursing technology and professional quality, nursing education is also facing tremendous pressure. In order to adapt to the development of the industry and the needs of the market, nursing education must improve its teaching quality and teaching effects. Therefore, many new teaching methods and teaching models have been proposed. Student self-management, as a modern education management model, is basically different from the traditional model. It pays more attention to the students' human nature and personal potential, and is more like a social practice process of students [3]. The main idea of student self-management is to let students actively learn and accept knowledge, reduce their dependence on teachers and classmates, and maximize their individual subjective initiative. The student self-management mode is a manifestation of inspirational education. It is mainly guided by teachers, allowing students to explore their own potential, establish self-development goals, realize self-worth, and form the ability to adapt to social development [5]. This paper applies the student self-management mode in the nursing operation teaching of the nursing students and its application effect is better, which can effectively stimulate the potential of the nurse, strengthen their sense of responsibility, and improve their ability to solve problems independently and practice nursing operations.

In summary, the application of the student self-management mode in the teaching of nursing operation has achieved remarkable teaching effect, and is worth further promotion.

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